

**COMMUNICATION STRATEGY USED BY ENGLISH DEPARTMENT  
STUDENTS OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A  
CASE STUDY IN SATURDAY ENGLISH GATHERING (SEGA) PROGRAM**



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**ABSTRACT**

*This research aims to describe the communication strategies used by students of Saturday English Gathering of Muhammadiyah University of Surakarta. The study is also to the reference for the better of teaching speaking. The data of this research containing communication strategies used by students of Saturday English Gathering Muhammadiyah University of Surakarta in 2014/2015 academic year during they are speaking. The writer takes 3 groups of SEGA program, with the total 30 students as the subject of the research. There are 161 percent of each types of communication strategies. The writer uses descriptive qualitative method in analyzing the data. The data is based on Celce-Murcia taxonomy of communication strategies. The result of this study shows that there are five types of communication strategies, the most dominant types of communication strategies used by students in SEGA program is fillers with 37,26%, and the type of communication strategies rarely used by the students is non-linguistic means and restructuring with 0,62%. The result above implies that teaching communication strategies is needed for the students who still have limited knowledge in the target language. By teaching communication strategies, the students will be more aware of when they can use communication strategies for speaking better.*

**Keywords:** *Communication strategies, Speaking skill.*

## INTRODUCTION

English department in UMS is developing English lesson to produce the graduates that are competent, respectable, experienced, skillful and trained. English department in UMS teaches students to be professional English teacher. English is an important language for students of English Department because it's always used as language's instruction in most of subject in learning process. Some students may have better communication abilities but some students may not.

Speaking is an important skill in language learning, because it is the way to communicate with the other people. Speaking can be called as oral communication and speaking is one of skills in English learning. When we speak we produce the text and it should be meaningful. As students in English Department, speaking skill has been more important to be able to perform daily activity. According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that "*Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari*". It means that speaking is the way of communication influences our individual life strongly.

SEGA which was established in 2004 is an organization that consists of students of English department of UMS. There are several aims of SEGA, they are: produce the professional personnel that competent in English, and produce the professional personnel that can develop and apply their knowledge. In Sega students do not only study in campus but also do some excursions to Prambanan that is held every year. In Prambanan the students can practice with tourists immediately. Together with lecturers and the English Education Students Department (EDSO), this event should be done thoroughly and without any meaningful difficulty. SEGA train them to develop their skill in English, especially speaking. So it is important to conduct a research in communication strategies for students of SEGA.



Communication is simply the act of transferring information from one place to another. Communication is the exchange and flow of information and ideas from one person to another; it involves a sender transmitting an idea, information, or feeling to a receiver (U.S. Army, 1983). For most people, the main goal of learning a foreign language is to be able to communicate. Rubin and Thompson (1994: 30) state that “It is through communication that people send and receive messages effectively and negotiation meaning” (Fauziati, 2010: 166). Good communication means that understanding of our messages and the others. So that we must understanding what people try to say.

According to Fauziati (2010: 176), “A communication strategy is one of the components of communicative competence”. Many people use communication strategy because there are some benefits, such as increase their vocabularies and self-confidence. “Practice in communication strategy can be combined with activities to aid the development of learners’ vocabulary” (Fauziati, 2010: 177). It means that the learners must be active to practice speak foreign language to develop their vocabularies.

This research is important, because we can know the types of communication strategy that students used and we can develop the good communication strategies especially in speaking. The writer decided to conduct a research on communication strategies in students of SEGA in UMS.

## **RESEARCH METHOD**

In this research the writer uses descriptive qualitative method to describe the types of communication strategies, to classify data, and describe data. The writer uses the framework of Celce-Murcia. The subject of this study is Speaking students of Saturday English Gathering Muhammadiyah University of Surakarta in 2014/2015 academic year. The researcher takes three groups with average ten students as the subject of the study. The total number of the students is thirty students. The object of the study is communication strategies used by students of

SEGA Speaking groups in Saturday English Gathering of Muhammadiyah University of Surakarta, in 2014/2015 academic year.

The data analyzed containing of communication strategies made by students of Saturday English Gathering Muhammadiyah University of Surakarta in 2014/2015 academic year during they were speaking uses the framework of Celce-Murcia. The data source is taken by the recording and transcribing that consist of communication strategies made by students of SEGA program of UMS. The total number of students of SEGA is 30 students. The writer uses techniques in this research namely observation, recording and transcribing, note taking, and the last validity. Then for analyzing the data the researcher uses descriptive analysis method that includes four main components, namely collecting and classifying the data, the frequency of the data, describing the data, and conclusion and verification.

## **FINDING AND DISCUSSION**

The research finding and discussion from this paper shows types of communication used by the learners, the frequency of communication strategies, and the dominant type of communication strategies.

### **1. Types of communication strategies**

Classifying the data analysis can be found in 5 types of Communication Strategies used by students in SEGA program in Muhammadiyah University of Surakarta uses the framework of Celce-Murcia Taxonomy. The types consist of:

#### **a) Avoidance or Reduction Strategies:**

##### **1. Message Abandonment.**

Leaving a message unfinished because of language difficulties. There are some students used this strategy maybe they are feel confused and choose to leaved the dialog.



b) Achievement or Compensatory Strategies:

1. Non-linguistic Means

The strategy use non-verbal communication strategy when speaking to can convince interlocutor to show something. It can happen when the learners feel confuse or difficult to say something. So, they can make some gesture, mime and etc.

2. Restructuring

This strategy is leaving the utterance unfinished because of the language or difficulties words, but the learners still continue the utterance.

3. Code Switching

In communication strategies, code switching is when the learner switch from target language into native language to communicate their message, the learner use L1 or L3 in their utterance. It happen because the learner does not know what she want to say or unable the word in English, so they were switch the word from target language into native language or L2 into L1/L3.

4. Retrieval.

In this strategy, the learners tries to spoke with their slowly to be clearly, the learners search the right word to say something to find the right word correctly. It can be because the learner was feeling nervous or maybe she was forget the word what she want to said when speaking with the interlocutor.

c) Stalling or Time-gaining Strategies:

1. Fillers

Fillers in time-gaining strategies is the strategy to stalling the time until the learners find the word to continue communication. It can be when the learners forgetting the word.

2. Self Repetition.

Self repetition is repeating the word after they were said in order to stalling the time. Many students used this strategy because it can help

their utterance to remember the word what her said and also give her more time to think the right word.

d) Self-monitoring Strategies:

1. Self-initiated Repair.

This strategy is about self-monitoring strategies that connected with the consciousness by themselves. The learner consciously know that his utterance is wrong, so they repair the utterance directly. It can happen when the learners feel confused to arrange the word and also can occur that the learner is nervous or forget the first time spoken

e) Interactional Strategies:

1. Appeal for Help.

Appeal for help is the strategy to ask for help to interlocutor or other around the learner. The learner tends to ask for help to the other friend when they find vocabulary difficulties. It can occur when the learner lacks of vocabulary.

2. The frequency of communication strategies

The frequency of communication strategies used by the students of SEGA program in UMS. The table shows the percentage of each types of communication strategy.

No	Types of Communication Strategies	Subtypes of Communication Strategies	Frequency	Percentage	Total	Total %
1.	Avoidance or Reduction Strategies	Message Abandonment	8	4,96%	8	4,96%
2.	Achievement or Compensatory Strategies	Non-linguistic Means	1	0,62%	35	21,73%
		Restructuring	1	0,62%		
		Code Switching	19	11,80%		



		Retrieval	14	8,69%		
3.	Stalling or Time-gaining Strategies	Fillers	60	37,26%	97	60,24%
		Self Repetition	37	22,98%		
4.	Self-monitoring Strategies	Self-initiated Repair	11	6,83%	11	6,83%
5.	Interactional Strategies	Appeal for Help	10	6,21%	10	6,21%
Total Strategies			161	99,97%	161	99,97%

### 3. The dominant type of communication strategies

The researcher summarizes the result of the dominant type of communication strategies with the percentage. The dominant type of communication strategies used by students of Saturday English Gathering of Muhammadiyah University of Surakarta is the first is Fillers with 37,26% which is followed by Self Repetition with the percentage 22,98%. And then the third is Code Switching with 11,80% next is Retrieval with 8,69%, Self-initiated Repair with 6,83%, Appeal for Help with 6,21, Message Abandonment is 4,96%. Furthermore, Restructuring and Non-linguistic Means have same percentage as the lowest number it is 0,62%.

And then the conclusion is the dominant type used by the students of SEGA in UMS 2014/2015 is Fillers with 37,26%. Moreover, the type of communication strategies rarely used by the students is Restructuring and Non-linguistic Means with the result 0,62%.

## CONCLUSION

The result of communication strategies used by students in SEGA program in UMS uses the framework of Celce-Murcia taxonomy are as follows:

The speaking ability of students in SEGA program is still developing. Their vocabulary is limited. Communication strategies here are devices for the students that enable them to survive in conversation even with vocabulary. Some students have used communication strategies like message abandonment, retrieval, code switching, etc. The most dominant types of communication strategies used by students in SEGA program is Fillers with 37,26%, and the type of communication strategies rarely used by the students is non-linguistic means and restructuring with 0,62%. Their ability is still low to can speak English fluency.

So, communication strategies is one of the way to their method to speak English with many more the types in communication strategies. Teaching communication strategies is the way to the first step speaking lesson where the students still have limited knowledge in the target language. By teaching communication strategies earlier, the students will be more aware of when they can use appropriate communication strategies in certain situation. As the result they have more alternate solution to their conversation.



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